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AUTHOR Niemeyer, Roger; Moon, Arden
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ABSTRACT

In this paper on the role of the supervisor in education, the supervisor is delineated as one who facilitates the design and implementation of the curriculum and instruction within an organizational setting. Three models of supervision are reviewed. Nominal supervision is described as existing because those charged with supervision are given only limited time to carry out complex tasks and is justified because it keeps the operation going even though it may not be effective. The outstanding characteristic of prescriptive supervision is seen as replicating the medical relationship of physician and patient--the supervisor possesses expertise and makes diagnoses of the teacher being supervised. The reflective model, however, is one in which the supervision focuses on the broad and complex range of teacher decision making about not only what is taught, but the appropriateness of how, where, when and the why of instruction-learning processes. The purpose of this paper is to review thinking and research about how reflective supervision facilitates the teaching-learning process. Several figures and 19 references are provided. (JD)

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# A PERCEPTION OF SUPERVISOR AS FACILITATOR

by

**Dr. Roger Niemeyer, Presentor** **Dr. Arden Moon, Co-Author**

**Supervisory Judgments Project**
**Department of Teacher Education**
**Michigan State University**
**East Lansing, Michigan, US**

**for the**

**Asia-Pacific Conference On Teacher Education:**
**New Directions For A Changing World**

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# A Perception Of Supervisor As Facilitator

Dr. Roger Niemeyer, Presentor
Supervisory Judgments Project
Michigan State University
East Lansing, Michigan

Dr. Arden Moon, Co-Author
Supervisory Judgments Project
Michigan State University
East Lansing, Michigan

This conference is but one example of the increased dialogue that is evolving around the world about the important aspect of teacher education called supervision. Diverse degrees of supervision are developing at various levels of teacher education e.g. preservice, student teaching, induction and inservice. A range of types or models of supervision have or are emerging - clinical, developmental, differentiated, cognitive, diagnostic-prescriptive, reflective along with some mutations. These many facets of supervision have the common thread among them of improving the teaching-learning process. Improving instruction is what draws us together today.

Recent literature and research indicates an evolving perspective of supervision that moves away from a management and monitoring model. Historically the supervisor has been the person responsible for evaluation and monitoring of personnel within the organization. The supervisor has handed out prescriptions to correct apparent inefficient behaviors.

A definition of supervision suggested by Hatfield, Moon, Niemeyer (1987) places the emphasis on systemic corrections and/or improvement rather than personnel management. Our definition of supervision is, "supervision is for

facilitating the design and implementation of the curriculum and instruction within an organizational setting."

This definition shifts the focus from personnel to the curriculum and the means to achieve curricular goals. Achieving this purpose requires knowledge of and responses to a broad set of interrelated issues including; school contextual features, students, community, personal relationships and collaboration, faculty and staff, curricular content, the sociology and organization of knowledge, instruction, staff development and leadership roles.

Goldsberry (1988) in attempting to focus the study of supervision has proposed functional models of supervision (See Figure I) that neatly "state the case" for three generic kinds of supervision that currently exist in varying degrees around the world. Assuredly all three models exist in the schools where I work in the United States. Which model exists in a particular school tends to be determined by the school context (learners, time, values) and the teachers involved.

In reviewing these three models strong support for our definition of supervisor as facilitator is evident in the Reflective Model. Our premise is that a reflective mode of supervision is the most desirable means of improving the teaching-learning process- our commonly held goal. Thus the purpose of this paper is to review our thinking and research about how a reflective supervisor is more facilitative of the teaching-learning process and to seek your collaboration in our research endeavors. But first a review of the generic Goldsberry models.

The Goldsberry's Models of Supervision

| | Nominal Model | Prescriptive Model | Reflective Model |
|---|---|---|---|
| Purposes | to maintain status quo;<br>to protect "insiders";<br>to provide facade. | to promote uniform practices;<br>to maximize benefits of expertise. | to promote reflective adaptation;<br>to develop expertise. |
| Reasons To Observe | to comply with legal requirements;<br>to "keep in touch." | to identify weaknesses or deficiencies;<br>to check for standard practices.<br>to collect data germane to standards. | to collect descriptive information;<br>to provide a second perspective. |
| Reasons To Confer | to comply with legal requirements;<br>to "keep in touch." | to prescribe needed changes;<br>to reinforce standard practices;<br>to recognize excellence. | to promote reflection;<br>to surface puzzlement;<br>to formulate hypotheses of effect. |
| Aim | appearance of accountability. | widespread use of standards. | reasoned experimentation. |

Figure I

## Nominal Supervision

Goldsberry (p. 4) states nominal supervision is supervision in name only, far more common than the other two supervisory modes combined and in some situations warranted. Nominal supervision exists because those charged with supervision are given only limited time to carry out complex task, often are ill prepared (knowledge about supervision) and/or find other aspects of their jobs more compelling. Nominal supervision may be justified at times because it "keeps the operation going" even though it may not be effective.

## Prescriptive Supervision

The outstanding characteristic of prescriptive supervision is that it replicates the medical model relationship of physician patient - the supervisor

possesses expert teaching knowledge and skills and makes diagnosis of the teacher being supervised. Supervision and evaluation merge. In this model the supervisor is more accountable than in either of the nominal or reflective models but the product is seldom related to the student. It tends to be less time consuming than the reflective model once teachers understand the common language and standards but not the nominal model. The focus is on correcting deficient teaching revealed by the supervisors evaluation, not on teacher decision making.

## Reflective Model

The reflective model of supervision focuses on the broad and complex range of teacher decision making about not only what is taught, but the appropriateness of how, where, when and the why of the instruction-learning process. Goldsberry (p. 7) states,

> "Where prescriptive approaches focus on the standards which undergird the commonalities among teaching practices, a reflective approach focuses upon the idiosyncratic mix of values, purposes, learners, skills, settings and dispositions which distinguish the efforts of one good teacher from another. Where prescriptive approaches aim to strengthen teaching performance by working toward endorsed standards of practice, reflective approaches tend to examine the standards in relation to the peculiarities of the particular setting, people, and time. Where a prescriptive method is based upon using the perceived superior expertise of the supervisor to enhance the teacher's performance, a reflective method is based upon using and developing the expertise of the teacher to examine ideal purposes and procedures for teaching, and to refine present performance accordingly."

Thus while the reflective model may tend to become the most time consuming of the models, it most clearly illustrates our conception of supervisor as facilitator.

## Variables And Being Facilitative

If a supervisor wants to be facilitative of the teaching-learning process and we assume most all do, there are two variables related to teaching that need to be considered - the teacher's commitment to teaching and their ability to carry out abstract thinking about teaching. (And may we well ask if these variables hold true for supervisors and supervision as well?). These variables help identify the uniqueness of each teacher we must respect in our supervision at any level in teacher education e.g. preservice, student teaching, induction and inservice around the world.

Glickman (1981) provides us with helpful tools e.g. Commitment Continuum and the Continuum of Abstract Thinking as we strive to determine how to become effective reflective, facilitative supervisors. Identifying where the individual who is to be supervised is on these continuums provides descriptors and insights to a teacher's development stage, and helpful data in determining a supervisory strategy.

All teachers fall somewhere from low to high on this continuum of commitment.

Commitment Continuum

| Low | High |
|---|---|
| • Little concern for students | • High concern for students and other teachers |
| • Little time or energy expended | • Extra time or energy expended |
| • Primary concern with keeping one's job | • Primary concern with doing more for others |

Figure 2 (1981, p. 43)

Specifically Glickman (1981) states the importance of a teacher's abstract ability as follows:

A teacher's ability to stand back from his or her classroom, to clarify his or her own instructional problems (management, discipline, record keeping, organization, student attitudes), determine alternative solutions to these problems, and then to plan a course of action is an abstract process. It stands to reason that teachers who have skills for problem solving and who can judge consequences of alternative actions will be more effective in meeting the instructional needs of students. A teacher who does not have such abstract ability is limited in finding an appropriate course of action. Low level thinking about problems usually results in repeating one or two habitual responses to ongoing problems or in defining an incomplete plan of action.

All teachers fall somewhere on this scale of abstract thinking.

Levels of Abstract Thinking

| Low | Moderate | High |
|---|---|---|
| o Confused about the problem | o Can define the problem | o Can think of the problem from many perspectives |
| o Doesn't know what can be done | o Can think of one or two possible responses to the problem | o Can generate many alternative plans |
| o "Show me" | o Has trouble thinking through a comprehensive plan | o Can choose a plan and think through each step |
| o Has one or two habitual responses to problems | | |

Figure 3 (1981, p. 46)

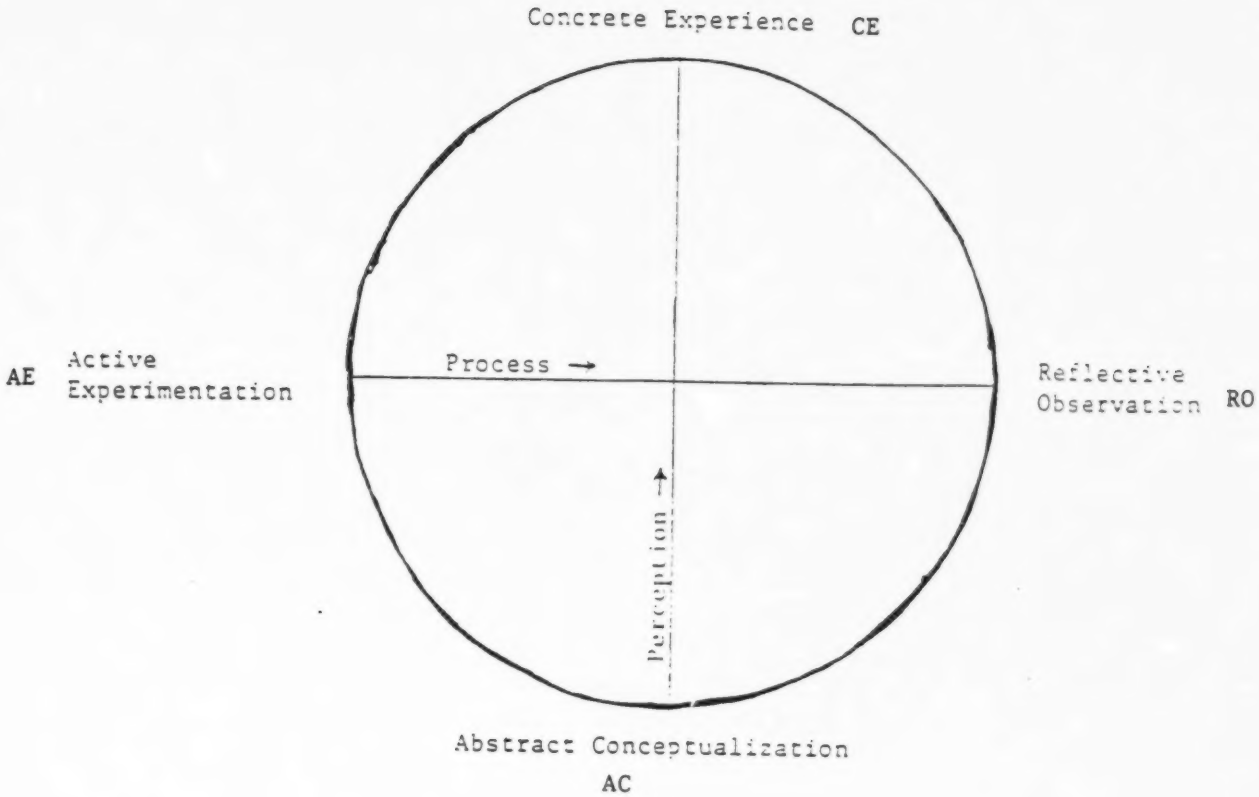
Data garnered from these instruments assist the reflective, facilitative, supervisor move forward in developing a strategy for the individual teacher.

The MSU Supervisory Judgments Project focuses on the supervisory process outlined in the definition of supervision appearing earlier but with a particular emphasis on the experiential, cognitive and language aspects of supervision. Concentration on the experiential features has allowed us to more effectively develop the facilitative capacity of supervision within any school context, curriculum or type teacher, novice to expert. It encourages us to respect and validate the uniqueness of each individual as they move through the teaching-learning process.

## Experiential Education

The Supervisory Judgment Project staff early on (Moon and Niemeyer, 1987; Moon, Simmons and Niemeyer, 1988; Niemeyer and Moon 1986, 1987, and 88; Simmons 1986 and 1987; Simmons and Sparks, 1987) determined that further study of the concept of experiential learning theory would be relevant to making supervision more facilitative of the teaching learning process. Experiential learning theory gives us a perspective for understanding how experience may influence what and how we make supervisory judgments as well as how teachers may learn in clasroom settings. It also gives us some understanding of how reflection can intervene between experience and conceptualization. Without reflection we tend only to accept the experience and make less gain.

The experiential learning model (See Figure 4) conceptualized and explained by Kolb (1984) has provided us with a way of thinking about the relationship of experience, reflection, conceptualization, and action. Essentially it consists of two intersecting continuums - one dealing with perception (awareness of a mental image), the other with process (gradual changes that lead toward a particular result), both of which are important components of learning. Note that the extremes of the perception continuum are concrete experience and abstract conceptual. The extremes of the process continuum are reflective observation and active experimentation. Everyone involved in the learning process is somewhere on each continuum. By determining a person's placement between these extremes, one can then establish a relationship between perception and process that in turn determines an individual's preferred learning style. It is helpful for supervisors to be aware of their own learning style as well as that of the teacher with whom they are interacting. Such knowledge tends to enhance the dialogue between the supervisor and the teacher.




David Kolb's Learning
Style Model, 1984, p. 42
Figure 4

Further by moving about the circle from concrete experience, to reflective observation, to active experimentation and on again to concrete experience an experiential learning cycle is carried out.

Knowledge of this cycle is particularly important in helping a supervisor become more facilitative. In the experiential learning model, reflective observation is the bridge between the teacher's raw experience and constructing a theory or conceptualization of that experience which allows a person to understand and to ascribe meaning to it. According to Kolb, "reflective observation involves being able to reflect on and observe their experiences from many perspectives" (1984, p. 30). The learner reflects on his/her experience and sorts through the experience in the ways we have suggested earlier in this paper. The learner does not jump from experience to concept or theory. It is a continuous process that cannot be defined in terms of outcomes. This distinguishes it from the idealist approach to education and the behavioral theories of learning. Kolb (1984, p. 41) states, "Learning is the process whereby knowledge is created through the transformation of experience" (emphasis added).

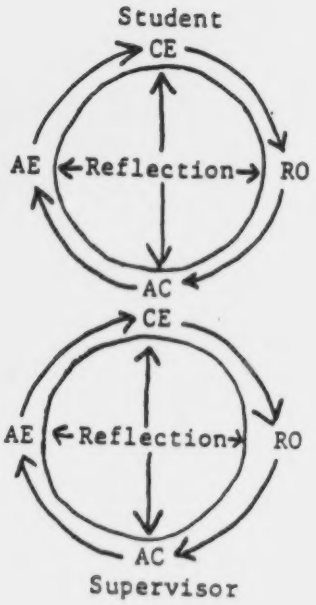
However, we wish to take the concept of "reflection" one step further than Kolb does. His meaning seems to emphasize careful, multi-faceted, phenomenological perception and interpretation of raw experiences. The type of teacher and supervisor reflection, however, which we are recommending as crucial in relation to supervisory judgment and practices is based on that emphasized in the Simmons and Sparks' (1987) paper on teacher reflection. Adapting their description of supervision related to enhancing teacher reflection, this becomes a view of the supervisor as "a meta-cognitive, analytical, skillful, socially and ethically-responsive, critically spirited, and self-efficacious supervisor who is able to integrate pedagogical knowledge,

beliefs, and practices in the evaluative judgments which she/he makes" (p.9). Briefly put, every step of the supervisor's data perceiving and interpreting, formative and summative judgments, and hypothesis testing would be carried out in a meta-cognitive and critically spirited manner.

Supervisors who are interested in facilitating and nurturing instead of measuring must make reflection one of their proficiencies. When our brain uses a mental schema stored from previous experience and prior conceptual knowledge indiscriminately without reflective thought, the pattern detected and the judgment made may be limited and/or even unfair. The supervisor must think self-consciously and critically about her/his perceptions and judgments, and in fact, carry on a conversation with self as well as the classroom context.

Questions must be asked of the self to sharpen the focus at the point of praxis---i.e. thought and action, practice and theory. This questioning must be continuous. It should not be construed as weakness or self doubt, but rather a monitoring and validation of previous and present experience. In a sense, it is a breaking with everyday experience, but more importantly, it is using experience in a reasonable and reflective manner. The research of Berliner (1987) and Schon (1983, 1987) indicate this reflective self-questioning can occur rapidly and in fact "in the action" as well as before and after the action.

Perhaps a simple drawing of how this reflective supervision model operates over a student teaching term might be helpful. These illustrations represent how the supervisor and the student teacher draw together over the term as they integrate the experiential cycle into the thinking and dialogues. A common language evolves from their mutual experience not from a predetermined standard. This common language is highly facilitative of the supervisors process because of the degree of learner's involvement. The teacher is




Beginning of Term

REFLECTION

CE - Concrete Experience

RO - Reflective Observation

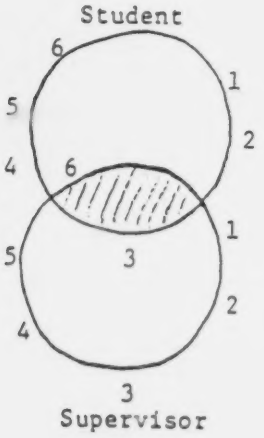
AC - Abstract Conceptual

AE - Active Experimentation

Inter and Intra Reflective Dialoguing for supervisor and student

Mid - Term

Reflection and Languaging continues enabling more awareness and congruence between each person's cognitive schemata

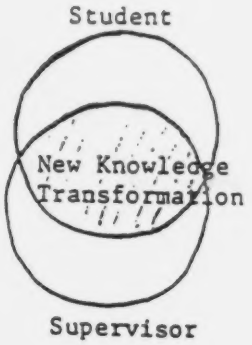



LANGUAGING PROCESS

1. Sensing
2. Identifying
3. Labeling
4. Judging
5. Implementing
6. Monitoring

End of Term

Reflection and Languaging continues: Congruence of two schemata increases, new knowledge is constructed for both supervisor and student.



encouraged to be action research oriented about the teaching-learning process, independent of the supervisor. Empowerment is encouraged.

The Supervisory Judgment Project is committed to the premises that becoming and being a teacher is an ongoing developmental growth process (Glassberg 1980, Schwab 1978) and that the facilitative supervisory process should have an integrative experiential component (Webb 1981; Chickering 1977).

Moon (1983) designed an integrated paradigm (See Figure 5) which involves inductive and deductive learning simultaneously. The development of self, the "becoming" process for the person planning or who is teaching, is inductive. It begins with a limited point of reference but grows as the person gains confidence and acceptance. Conversely, the experiential learning begins with a broad field gestalt and is refined, focused and framed toward greater specificity of theory, meaning and process skill.

The individual's experiential frame moves, enabling the person to operate upon (process) new points within the environment. Simultaneously, the individual's developmental frame is widening. The overlay of these two growth angles frames a new context with context specific referents. This new contextual frame can serve to clarify the person's perceptual base.

Facilitative supervision is not an either-or situation but an and-also operation. It must include theory and practice as well as skill and principles. It must include development of the self and also the skills to process and bring meaning to context. If successfully implemented, the teacher is becoming a stronger, more confident, more authentic person who is able to correctly perceive and process their experience and thus use the extracted meaning and skills with specificity. The experiential triangle in Figure 5 actually is mobile so that point B-1 moves as new contexts are framed by the person. Traditionally these triangles have been conceptually conterminous

INTEGRATED PARADIGM

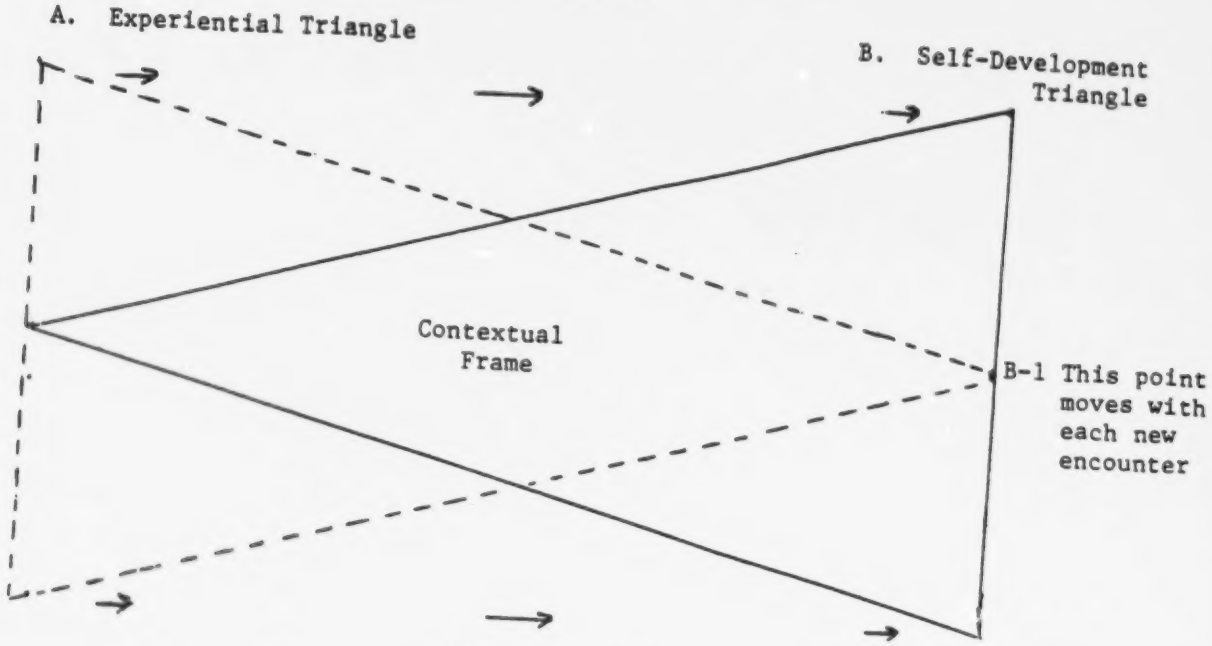



Figure 5

rather than reversed and complementary. A closer examination of the two stated premises will add understanding and support for this paradigm.

Consider our premise that facilitative supervision should have an experiential component. The inclusion of field experiences in teacher education programs is commonly accepted and traditionally receives high marks from students and the general public. Yet there are indicators which seem to suggest little carry over from field training into the first year of teaching. The reasons given for this apparent ineffectiveness range from the effect of biography to supervising teacher influence toward marketplace or conventional wisdom (Zeichner and Tabachnick 1981).

While there are important data for consideration of a variety of views it may be appropriate to examine the following three points; (a) field experience must facilitate personal meaning/purpose, (b) process skills must be first priority, and (c) there must be transference potential.

## Field Experiences Facilitate Meaning/Purpose

Behavior is related to and a product of the meaning attached to a given context. Because of this there is a need for more concern with the 'what' and 'why' of teaching (Fenstermacher 1978). Much time is spent teaching students about teaching, but little effort is spent in helping them become teachers. The perceptual frame given to a contextual phenomenon is dependent largely on the meaning and belief pattern brought to that context.

What meaning does the novice teacher bring to the field? Typically they bring a modicum of understanding about what a teacher should do and some skill ability. In some cases the beliefs are a dogma and the skills are packaged neatly. They are ready to put their theory and skills into practice. However, when the setting proves to be an unanticipated context the teacher-to-be is frustrated and often completely turned off to teaching. If the novice remains in teaching, their own ambivalence is soon replaced by the conventional wisdom or nothing at all.

Bianca Z. Hirsch (1982) in "Existential Frustration in A Public School System" illustrates this problem:

> Often, the individual working in the school system is being pulled in different directions. For example, the job of teacher is defined differently by parents, students, administrators, the public, and the teacher personally. Although the job description has not been changed it has become so ambiguous that it is virtually meaningless. Because there is no consensus as to what the teacher's duties are, the teacher is caught in the position of performing a job whose goals are unclear. Therefore, the teacher must either define goals or orient the tasks of teaching toward goals set by others, which may be contradictory. In such a situation, alienation is not caused by lack of meaning, but by the fact that there are too many meanings thrust upon the teacher from different directions, making any one meaning myopic. The existential frustration of the school employee occurs because it is impossible to meet the expectations of all who make demands.

> In the educational process we have not honed our skills primarily to earn a living but also to make living meaningful (p. 237).

The question, then, is can teachers learn to develop theory from practice? Can they learn to experientially derive and clarify meaning and purpose from a new context and subsequently choose or learn the appropriate instructional skills (James 1980)? Can they process their experience at the point of encounter (B-1) in a meaningful way which will facilitate the development and perceptual process?

## Process Skills

If these questions deserve a possible affirmative answer then the second corollary must be addressed. Teachers must use process skills as they engage in experience. Too often the assumption has been that process skills needed can be obtained incidentally during the experience. If experiential learning is generative and not imitative, problem-setting as much as problem solving and skill processing more than skill proofing, the emphasis must be on a different set of skills (Webb 1981); Duley 1978). These skills need to be tried and tested during the experiential learning time frame. (Otten, et al., 1974).

## Transference Potential

The third consideration related to experiential education is the need for a transference model. All teachers must be able to do new contextual framing of referents or perceptual clarification will be contextually irrelevant and/or overwhelmingly diffuse. In a paradoxical way, the more restricted the contextual frame the more relevant are the referents for present perceptions. The theory and meaning derived from the experiential learning should have symbolic representation attached to it for personal conservation and process efficiency. This symbolism is the communicative link for the formation of concepts.

Concrete experience and reflection are absolutely necessary for the development of concepts (Bolten 1977). The perceptual refinement necessary for relevant thinking and concept development will occur best if this experiencing is placed into an experiential learning model (Kolb 1976). However, this experiencing may tend to reduce to cyclical rather than spiral movement. There is seeming security in a centripetal force or desire for equilibrium. This is perhaps best illustrated by the professional who has 20 years of teaching but one year of experience. However what is necessary is the centrifugal force, which allows the self to process new points of encounter. The experiential parameters must widen, and this happens only when the self develops as a positive, capable person (Combs 1972).

The three corollaries for development of the self are the need for: (a) self-risking; (b) interaction and encounter points; and (c) personal affirmation for the venturing/centering tension necessary for growth.

Development of the self requires enough internal strength for the individual to be willing to risk a new environment and expansion of personal operating parameters. There must be movement into new contextual referents. This is necessary for perceptual testing and to avoid the stagnation of a static contextual frame. The self must be authentic in its openness and not assume a posture of completeness. The self is becoming, not arriving, it is open not perfected. Support for and confidence in the professional novice must be evident. Considerable opportunity for personal reflection and reality testing must be provided and encouraged (Kolberg 1972; Dewey 1933). The road to personhood must be open and travel time provided.

Secondly, the person must have encounter points with others. It is impossible for the novice professional to grow in a hothouse (Houston 1979).

The encounter points will produce at best some cognitive dissonance which can lead to thinking. This thought process may be at a minimal level but will at least provide a pattern for further growth possibility.

A third necessary consideration for the facilitation of personal development is personal affirmation. If this is not present the individual will be less willing to venture and posit new questions. The searching, inquiring process is necessary for a spiral growth pattern rather than a "finished answer" plateau growth map. This affirmation is necessary for feedback to be meaningful. Here facilitative supervision becomes especially critical. How can the "becoming" teacher feel capable and valuable unless someone values their uniqueness and tells them in words and actions (Combs 1972; Buscaglia 1978)? More is learned about the self as a result of this affirmative feedback. A resilient self is necessary if the self is to mediate the perceptual incongruencies encountered. This process of perceptual growth, adjustment and clarification is a must for the "becoming" person. Without security and acceptance the developmental process will be thwarted.

If these two premises are accepted as a beginning point, would it be possible to use a conceptual model as in Figure 5 to build a theory base for facilitative supervision of teacher education? Can a more solid rationale than the "practice" and/or "apprenticeship" be found or must we continue to look at "bit reform?

## Tools for Facilitative Supervision

Any model for supervision must provide enough openness to allow the supervisor and the student teacher or teacher to use the processes we have discussed, yet it must have some tools the supervisor can identify and use in an intellectual fashion, not a technical manner. It should build and nurture, not detract and hinder.

A possible tool is linguistics. Gardner (1987) discusses in some detail the relationship of linguistics and cognition. If Gardner and others are correct, language may be the best way to obtain explicit pictures of our supervisory judgment mental schemata and processes. If we could build bridges of reflection through the use of language about our experience and our conceptual understanding, perhaps our judgments would be more valid and reliable. Perhaps our blinders from experience and our misconceptions would be more apparent and thus more amenable to change.

Following this line of reasoning and reflection, ideas related to such a possible model evolved from the discussion of two groups. The Supervisory Judgments Research Project members (Simmons, Niemeyer, and Moon), an Eastern Michigan University Professor (G. Sparks), and a classroom teacher (M. Schuette) working with Simmons on a paper about reflection, developed a possible model. The model is titled, "Teacher as Reflective Decision-Maker: Process Model of Teacher Supervision and Evaluation" (Simmons & Sparks, 1987, p. 11).

The following steps 1 - 7 are the process steps for guiding supervisory interaction between the supervisor and the teacher. The model emphasizes a supervisory goal of enhancing the teacher's ability to make CONCEPT - EXPERIENCE - ACTION connections within in a meta-cognitive, critical spirited, cyclical decision-making structure. At the heart of the model is a strong emphasis on the role of linguistic, action-oriented learning of educational concepts as a necessary basis for reflective decision-making by the teacher. The roles of the supervisor in this process are as reflective, facilitative supervisor and evaluator in relation to the novice or experienced teacher's learning.

## TEACHER AS REFLECTIVE DECISION-MAKER

## PROCESS MODEL OF TEACHER SUPERVISION & EVALUATION

1. constructs one's own meaning (paraphrasing) of a specific concept embedded in the present action or just completed experience

2. situation-framing---i.e. recognizes and labels examples and non-examples of this concept as found in specific incidents

3. articulates other concepts related to this concept

4. compares - contrasts this concept with other concepts

5. recognizes cause - effect relationships usually associated with this concept and if these might operate in this context

6. makes and implements a tentative instructional decision involving use of this concept in relation to specific context, content, student, and teacher factors

7. monitors results of decision continuously with this concept, new concepts, and sub-concepts within each experiential cycle (Steps 1 through 7)

As the supervisor guides the student teacher or teacher through a reflective, experiential model, he/she should be doing the same thing. While observing the student teacher or teacher, a supervisor should be conversing with his/her own schemata. Possible statements might include the following: Paraphrase what I said (mentally) to myself while I observe. What is relevant and irrelevant in this situation to the success of the teacher? What other concepts might relate to this concept? Do I see any cause-effect relationships operating? What instructional options are available? What would be the predicted result? What seems familiar and what seems strange?

In summary, it is the supervisor reflectively conversing, sorting, linking, predicting, and contrasting with him/herself. Keep in mind these questions are

being asked of the self throughout the various stages of supervisory observation, conferencing, and evaluating. The language of mental self-questioning only forces a kind of reflectivity on the supervisor. It serves to mediate experience and criteria of effective teaching and gives an opportunity for the supervisor to step back mentally from the immediate while immersed in it. Hopefully, it balances subjectivity and objectivity in making supervisory judgments.

## Summary

The increased literature about supervision is beginning to provide substantive guidance for improving the teaching-learning process. Evidence does exist that supervision can become more facilitative of classroom effectiveness and teacher professionalism. There is an increasing knowledge base about supervision that we can master. We can model a reflective mode ourselves as we work with novice and expert teachers in the ongoing developmental process of learning to be a teacher. The choice of a supervisory model depends on contextual factors - there is no one best model for all situations but we believe that the reflective/facilitative model is the most sophisticated for empowering teachers in their ongoing growth and problem solving capacity when the supervisor is not present. This involves the shift from the teacher as "technician" to a view of teacher as "professional."

As supervisory practice around the world evolves from a nominal/management posture to a more facilitative approach, we indeed have much to learn from one another. The Supervisory Judgment Project invites your dialogue in the dynamic unfolding of improved supervisory practice and research.

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